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AUTHOR	Irany, James
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ABSTRACT

Presented is the program performance report of a project to train paraprofessionals in working with preschool handicapped children in Alaska. Accomplishments and attainments as well as slippages are reviewed for each of the program's three objectives: development of competency based training materials for paraprofessionals, training of paraprofessionals in both urban and rural Alaska, and training of parents and caretakers of preschool handicapped children. Among the accomplishments reported are development of an instructor's manual for a course in basic development and developmental disabilities; the approval of an associate of arts degree in early childhood development with emphasis on exceptional children; and provision of financial assistance in the printing and distribution of parent brochures. Also discussed are unanticipated or anticipated spin-off developments of the project. Preservice/inservice training data is presented in table form, and materials (which include a listing of Alaska competency based education courses, sample letters and evaluation forms, and an outline on the development of an infant learning program) are appended. (SBH)

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PART I

PROGRAM PERFORMANCE REPORT
(Discretionary Grants)

Date of Report:	Grant Number:
August 1, 1977	OEG 0-74-2774 / B 0074 02774
Period of Report: From:	**To:**
June 1, 1974	May 31, 1977

Grantee Name and Descriptive Name of Project:

University of Alaska - Anchorage Community College

Project to Train Paraprofessionals to Work With Preschool Handicapped Children

Certification: I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director	Signature of Project Director
Mr. James Irany	James Irany

EC103863

PROGRAM PERFORMANCE REPORT

PROJECT TO TRAIN PARAPROFESSIONALS
TO WORK WITH PRESCHOOL HANDICAPPED CHILDREN

PART II "Accomplishment" Report

A. Accomplishments, milestones, and slippages by individual grant objectives and subobjectives

Objective I

To develop competency-based training materials for paraprofessionals who are learning to work with preschool handicapped children in Alaska.

a. Accomplishments and Milestones

The Paraprofessional Training Project has just completed its third year of operation. The first year of the project was spent in assessing Alaskan needs in relationship to the grant description and title. Because of a close interagency relationship with the Rural Alaska Community Action Program, it was decided that competency-based training materials appropriate for use in Headstart training as well as other preschool paraprofessional training should be developed. During the second year of the project the emphasis was on writing and field testing competency-based materials as well as using those materials for training of persons working with preschool handicapped children. In addition, an Associate of Arts degree program in Early Childhood Development with Emphasis on Exceptional Children was developed and approved by the University of Alaska statewide system.

The bulk of this report will focus on the third year of the Project; the year in which the competency-based materials were revised, distributed, and used successfully in college courses throughout Alaska. In addition, a set of 18 video tapes was produced by the Project to accompany written competency-based materials and to make training appropriate to the non-book-oriented rural Alaskan population.

The Paraprofessional Training Project addressed itself to competency-based training materials for three University of Alaska courses; ECD/BS 103 Basic Development and Developmental Disabilities, ECD/BS 205 Special Needs of the Young Exceptional Child, and ECD/BS 204 Development of an Infant Learning Program.

a. (continued)

Project staff decided this year to place first priority on revision and implementation of ECD/BS 103 Basic Development and Developmental Disabilities because of the overview and background informational nature of the course; and because, for many paraprofessionals, it is a prerequisite to any specific coursework about handicapped children. A revision of ECD 103 had been started by project staff from the second grant year, and comments from paraprofessionals around the state indicated greater need for ECD 103 than for the other two courses.

During the fall of 1976 Basic Development and Developmental Disabilities was significantly revised and was put into the format which had been decided upon after much hard work in several writer's workshops sponsored by the RurAL CAP (Rural Alaska Community Action Program) Headstart staff. The Office of Child Development supplied a $40,000 grant to be used in revising competency-based materials in early childhood education that had been developed for use in Headstart staff training around Alaska. A complete set of courses which will provide students with a total of 33 college credits was compiled. (See Appendix A) It was decided to standardize the format for all the courses so that students would only need to become familiar once with the competency-based format to be used throughout the state. Paraprofessional Training Project courses comprise 9 credits of the material in the total 33 credits.

After the revision of Basic Development and Developmental Disabilities was complete, 200 copies were printed of each of the three modules which comprise the 3 credit course. By April, 1977 all 200 copies of the course materials had been distributed and were either in use by students or were being reviewed by persons requesting to see them. It became necessary to reprint the materials, so after a few clarifying changes were made and typographical errors were corrected, an additional 200 copies were printed. To date 50 copies of that printing have already been requested, some for use in summer school courses. See Appendix B for a listing of persons outside Alaska who have requested and have been supplied with copies of Paraprofessional Training Project course materials. All other materials are in use within Alaska.

On the following page are a few of the comments made by instructors who taught ECD 103 during spring semester using Paraprofessional Training Project course materials. These

a. (continued)

comments were submitted to the Project in May, 1977 as a part of a questionnaire to rural instructors. (See Appendix C)

1. Well done! There should be many more courses in this type of format. Very practical.

2. The course was well designed and for one of the few times since I've been in Alaska, I have seen a course that is suitable for para-professionals in the bush.

3. Well illustrated. Simple explanations. Good sequencing of material.

4. Interesting presentation of needed background information.

5. Eye catching and attention holding. Very fitting for the job aides are expected to do.

6. Provides a way of preassessing students so they only are assigned activities they need. Post-assessment showed up the students who were "glib" about learning vocabulary but really hadn't learned how to use the information they learned.

7. Good illustrations to support the text.

8. Liked the format as it was not too long per section.

9. Packaged information which students could do at their own pace--this is a great strength!

10. Right on! Hit the needs of our particular group of people.

Appendix D contains copies of two of the several letters received in support of ECD 103 course materials.

The second priority in Objective I for the third grant year was revision of materials for ECD/BS 205 Special Needs of the Young Exceptional Child. ECD 205 is in actuality not one course but a selection of 6 one-credit courses on each of 6 specific disabilities. Originally the 6 disabilities were Hearing Disabilities, Mental Retardation, Social and Emotional Disabilities, Visual Disabilities, Learning Disabilities, and Motor Disabilities. During this year many

a. (continued)

questions about language disabilities were addressed to the Project. It was decided to substitute a language disabilities module for the motor disabilities module. The staff was unable to find "professionals" in the field of motor disabilities who were able to share their knowledge of the field. Thus, too many hours of research would have been required in order to complete the motor disabilities module within the time frame allowed. Hearing loss is a common problem in rural Alaska children and it is frequencly accompanied with speech and language problems.

The set of 18 video tapes mentioned earlier in this report was produced by the Project during the fall of 1976 specifically to accompany the six ECD 205 courses. The objective of these courses is to provide paraprofessionals with specific teaching methods that are appropriate for a child with the given disability as well as to provide the paraprofessional with more detailed knowledge about the disability than ECD 103 introduces. Teaching techniques can best be learned from a model, that is, from watching a skilled teacher use the appropriate techniques being discussed. Since it is impossible to send skilled teachers in each disability all over Alaska, it was decided that video tapes would provide a viable alternative training experience. Bringing paraprofessionals into Anchorage for training and for viewing teacher models has been recommended in the past, but it did not take long for Project staff to realize that rural Alaskans do not want to come into Anchorage for training and that they have and are asserting their right to be trained locally.

Video tapes for use with ECD 205 consist of a set of 3 tapes for each of the 6 disabilities. The first tape in the set of 3 is a 20-minute lecture on the disability including causes, symptoms, and explanation of the disability. This lecture was done by a professional from the Anchorage community who specializes in the particular field being discussed. The second tape in the set is a 20-minute tape of actual classroom activities between a preschool teacher and a child or children with the disability being discussed. These tapes were made at the Helen S. Whaley Center for Learner Assistance in Anchorage, with enormous and fine cooperation of all the staff involved. (See Appendix E) The third tape in the set is a 20-minute "talk show" type discussion detween Linda Funk on the Project staff and the same professional that appeared in the lecture. Topics covered in this discussion include resources for getting assistance, and practical tips for teachers and paraprofessionals. All of the video tapes were produced and edited by the staff of the Media Services Division of the University of Alaska, Anchorage.

a. (continued)

Fifteen (15) sets of the video tapes were made and have been distributed throughout Alaska wherever Paraprofessional Training Project courses are being taught (see explanation in Objective II narative). In addition, sets of the tapes remain available for loan from Media Services, Anchorage Community College--Division of Community Services, University of Alaska Rural Education Affairs Office, and The Alaska Easter Seal Society for Crippled Children and Adults.

Revision of the actual written competency-based materials for Special Needs of the Young Exceptional Child was begun in the spring of 1977. By the time of this report, 200 copies of all six modules (Hearing Disabilities, Mental Retardation, Social and Emotional Disabilities, Visual Disabilities, Language Disabilities, Learning Disabilities) have been printed and 50 copies of each have been distributed.

An Instructor's Manual was developed in the fall of 1976 to accompany course materials for Basic Development and Developmental Disabilities. In late spring of 1977 the Instructor's Manual was revised to reflect the wisdom gained from teaching the course throughout Alaska during spring semester. The Instructor's Manual now contains procedures, suggestions, and directions for local instructors as well as suggested workshop agendas and answer keys for the preassessments of all 9 credits of material developed by the Paraprofessional Training Project.

The Division of Community Services, Anchorage Community College, has an agreement with the Alaska Easter Seal Society for Crippled Children and Adults that the Easter Seal Society will serve as the merchandiser for all course materials developed by the Paraprofessional Training Project for the two courses discussed above. The Easter Seal Society has been provided with copies of all course materials. Each module will be sold for $4.00 a copy and the bulk of this money is to be designated for use in reprinting as the supply of any module runs low. The Easter Seal Society also serves as merchandiser for materials produced by the Alaska Special Services Project, a BEH and OCD collaborative Project which developed the series of booklets on disabilities which now serves as the text for one of the Paraprofessional Training Project courses. Materials developed by the Paraprofessional Training Project (PTP) will be listed on the Special Services Project Early Education Media List which has a national distribution. The address from which PTP materials are available is:

The Alaska Easter Seal Society
726 E Street
Anchorage, Alaska 99501
Telephone #: 907-277-1324

a. (continued)

The third priority in Objective I for the third grant year was development of competency-based training materials for the course ECD/BS 204 Development of an Infant Learning Program. Some exploratory work and field testing had been done on this course during the 1975-1976 grant year but results and data were minimal.

As Project staff discussed this course in the summer and fall of 1976 with potential consumers of the course and professionals who work with potential consumers, it became clear that the development of an "infant course" was a very low priority at this time. The course that was explored last year dealt with how to "develop an infant school" and was aimed at persons who might want to be in the business of offering infant schools or infant day care programs. Because this is financially an unprofitable business few prople are interested.

Ms. Mary Jo Hotchkiss, instructor in Early Childhood Development at Anchorage Community College, was assigned by the Division of Community Services Director to work with PTP staff during fall semester as part of her full-time class load and to assist in the development of ECD 204. It was decided by Ms. Hotchkiss and Project staff that instead of a course aimed at infant school directors, a course geared toward parents or caretakers who want to work with their own infants would be much more appropriate to the Alaskan population. To this end, the outline found in Appendix F was developed.

Two milestones which have not already been highlighted deserve mention in a discussion of materials developed by the PTP. The competency-based training modules developed have been highly successful this year and a large measure of that success is due to the inclusion of Portage Project materials and the use of a "text" written by Ms. Colleen A. Mayer.

The Portage Project materials referred to are materials developed by the Portage Project, Portage, Wisconsin. In the PTP course Basic Development and Developmental Disabilities, The Portage Guide to Early Education Checklist is an integral part of the paraprofessionals' learning how to choose and teach appropriate activities to children. In the courses Special Needs of the Young Exceptional Child, Objective II of each module is devoted to learning how to plan appropriate activities. In each module the entire Objective II is based on Portage Project materials, including the Portage Guide to Early Education Checklist and the Portage Parent Program. The cooperation and generosity of Portage staff have been a milestone for which this Project has been continuously grateful.

a. (continued)

Colleen Mayer wrote 13 booklets which were a correspondence course entitled "Basic Development and Developmental Disabilities" in 1972 under a BEH Early Education Grant (HCEEP). That course became the basis for and eventually became the "textbook" for the PTP competency-based course now known by the same name. The 13 books have now been reprinted and combined into one book with a cover that matches the covers on the 3 modules by the same name, making a set of 4 books for the Basic Development and Developmental Disabilities course. Comments from instructors on page 14 of this report that refer to the good illustrations are compliments well paid to Colleen Mayer's material. Without the excellent cooperation of Ms. Mayer and the Special Services Project for which she works, the task of the PTP would have been monumental. A national search was done in the fall for a book which gives an overview of handicapping conditions written at the level of a paraprofessional, and it was found that no such thing exists. The Project is extremely grateful that Ms. Mayer's material does exist and is available for use.

One last milestone deserves mention. The writing of course materials this year has been accomplished not only by Project staff but with tremendous cooperation from other professionals in the Anchorage Community and especially in the Anchorage School District. Special Education teachers, administrators, preschool staff, and personnel on other federal projects have been highly supportive and cooperative in both the writing of materials and in the production of video tapes. Professionals have offered helpful consultation, and as a result feel a great deal of pride in the quality of paraprofessional training material now available.

b. Slippages in Attainment

The largest "slippage" in development of competency-based training material by the PTP was the incompletion of course materials for ECD/BS 204 Development of an Infant Learning Program. As was mentioned in the accomplishments section of this report, Project staff placed a low priority on completion of these course materials because the basic decisions as to what the course needed to look like had never been determined.

The effect of P.L. 94-142, The Education for All Handicapped Children Act, on the PTP has been one of increased requests for training for special education aides, not only preschool aides but elementary and secondary aides as well.

b. (continued)

Project staff devoted their time to developing course materials that are in demand and had no time left for the infant course which is not yet in demand in Alaska at all. Perhaps as the age of service for handicapped children drops to 0 an infant course will be needed and at that time it is hoped that the enclosed course outline (See Appendix F) will be used by the University of Alaska in the development of an appropriate course.

Please refer to the Objective I "Accomplishments" section for additional comments on ECD 204 and difficulties involved in isolating a definite focus for the course materials to be developed.

A few comments made by instructors who taught ECD 103 during the spring semester of 1977 using PTP course materials would probably fall under the category of "slippages". These comments were made specifically about course materials:

1. Awkward switching from module to text. I would prefer to have material all self-contained.

2. I would have liked more flexibility in format. I would like to see broader scope especially in Mental Retardation and Emotionally Disturbed sections.

3. Text is highly sophisticated information made simple but maybe made "Bush-Naive". The nature of the bush situation makes some of the special education categories used "exotic". Villagers handle deviance in student population more homogenerously than the material does.

4. Confusing to flip back and forth from Learning Activity to Activity readings and Activity Sheets.

5. Broad outlines good. Some areas too general. Students not sure what it's about.

6. Some video tapes too fast. There is lots of information so it sometimes is overwhelming.

7. Place all assignments in front of book. Number all pages consecutively throughout the 3 modules.

8. Too easy for students to copy answers straight from text. Need more thinking questions.

9. Definitely designed for aides and requires adaptation for parents and teachers.

Objective II

To train paraprofessionals in both urban and rural Alaska (64 to be trained).

Component A--Rural Training

a. Accomplishments and Milestones

The Paraprofessional Training Project (PTP) experienced unparalleled success in rural training during the spring semester of 1977 because of the delivery system that was used. The delivery system now established will carry on into the future and should perpetuate rural training of paraprofessionals using PTP materials for many years to come.

The University of Alaska statewide system consists of 3 urban campuses (Anchorage, Juneau and Fairbanks) as well as 7 community college campuses and 10 University extension or learning centers in rural Alaska. It was decided that a successful rural training delivery system needed to focus on training of paraprofessionals by local, trained instructors through local University of Alaska facilities. Since the Rural Education Affairs Office of the University of Alaska was the administrative body in charge of most of the rural community colleges and extension/learning centers, the PTP coordinated most of their rural training efforts with REA staff. This cooperation proved to be enormously beneficial to both REA and the PTP. Many of the extension/learning centers were being newly staffed and programs were just getting off the ground this year. The PTP was able to provide the new extension center directors with prepared, appropriate competency-based material as well as with the names of local people who were ready and waiting to take a paraprofessional training course. In two rural communities the PTP had a class of local paraprofessionals all ready to take the course when the new director arrived on the job in the village and the director handled the paperwork and instructor salary and received credit for a successful first course to be offered locally.

Cooperation with REA was beneficial to the PTP in that REA personnel explained PTP courses to all their rural directors, encouraged it's use, and sent their staff to the Anchorage Community College office for further information whenever they were in town.

The delivery system itself consisted of training a group of local instructors, one or more of whom was hired and salaried by the local University of Alaska facility to teach ECD 103 and/or ECD 205. The local instructor then conducted

a. (continued)

the opening workshop with assistance from a PTP staff person and took responsibility for all assignments and post-assessments and post-assessment visits to students for the remainder of the course. Paraprofessionals were brought from smaller villages into regional centers where the University of Alaska facilities were located for the initial workshop in each course. After the 2 or 3 day workshop the students returned to their home villages, assignments in hand, to complete the course. The local instructor traveled to the smaller villages to do post-assessments. Usually 2 post-assessment visits were required for each student. In some communities one local instructor was able to handle all the post-assessments and assignment checking, but in other communities special education personnel who were already scheduled to travel to the villages were trained as course instructors so that they could do post-assessments while they were in the villages.

The report which begins on the following page gives pertinent information on the location of courses taught and on the students who attended those courses. In Objective II of the grant proposal for the 1976-77 year it was stated that 64 paraprofessionals would be trained. As can be seen in the report 72 successfully completed the training.

Correspondence courses have been used widely in Alaska because of the scattered population. When such courses are taught it has been assumed by many that less than 50% of the students who enroll will complete the course. Eighty seven percent of the students who enrolled in competency-based ECD 103 successfully completed the course.

Included with this report is a copy of the Instructor's Manual to accompany Paraprofessional Training Project courses. An explanation of information covered in both the instructor training sessions and the initial workshops for PTP courses can be obtained by reading the Instructor's Manual.

PARAPROFESSIONAL TRAINING PROJECT

END OF GRANT INFORMATION

During the spring semester of 1977, a total of 82 students enrolled in the modular course "Basic Development and Developmental Disabilities". Seventy-two (72) of these students, 87% of the total who enrolled, completed the course. The course was taught in 8 locations in the spring and will be taught in Sitka during the summer. In each location the course began with an area-wide workshop which extended over a two or three day period, depending on the amount of time available in the particular area. One day of instructor training by the project staff preceded the student workshops in all locations except Holy Cross and Sand Point. Instructors from these areas came into Anchorage for their training and then conducted the workshops in their home areas.

College credits for all courses except the ones in Sitka and Barrow have been channeled through local University of Alaska Extension Centers or local Community Colleges. In Sitka the course is being taught at Sheldon Jackson College. The Barrow course was channeled through Anchorage Community College due to closure of the Barrow University of Alaska Center.

Students enrolled in "Basic Development and Developmental Disabilities" came from 24 different Alaskan villages and from Anchorage. The average age of the students was 29.6 years with the age span ranging from 17 years to 64 years. Educational background of the students ranged from a 6th grade education to a Ph.D. Both the student with the 6th grade education and the student with the Ph.D. were working as special education teacher aides. For 47% of the students "Basic Development and Developmental Disabilities" was the first college course they had ever taken.

The target population for the course was paraprofessionals who work with children who function at the age level of 8 years or younger. Sixty-nine percent (69%) of the students enrolled in the course were currently working with children in the target population. Twenty-eight (28) students were working with preschool age children (0-5 yrs.), eighteen (18) were working with lower elementary children (6-8 yrs.), and 4 were parents of preschoolers.

WORKSHOP LOCATION	ACCREDITING INSTITUTION	NO. OF STUDENTS ENROLLED IN COURSE	NO. OF STUDENTS WHO COMPLETED COURSE	NO. OF LOCAL INSTRUCTORS TRAINED
Dillingham	University of Alaska, Dillingham	10	7	4
Nome	Northwest Community College	15	13	6
Craig	Ketchikan Community College	10	9	2
Holy Cross	Kuskokwim Community College	5	5	1
Tok	University of Alaska, Tok	15	14	3
Barrow	Anchorage Community College	10	8	2
Anchorage	Anchorage Community College	7	6	1
Sand Point	University of Alaska, Sand Point	10	10	1
Sitka	Sheldon Jackson College	Summer of 1977		7
TOTAL		82	72	27

Educational Background of Students

High School Education Only..... 49%

At Least One Year Beyond High School..... 25%

Less Than A High School Education..... 26%

"Basic Development & Developmental Disabilities"
Was First College Course Taken..... 47%

Current Employment of Students

Preschool Teachers and Aides..... 39%

Special Education Aides..... 38%

Regular Classroom Aides..... 5%

Other, Including Parents & Regular Classroom Teachers..... 18%

Villages Represented

Nome	Chignik Lake	Unalakleet
Dillingham	Manokotak	White Mountain
Craig	Port Heiden	Teller
Holy Cross	Chignik Bay	Wales
Tok	Tanacross	Council
Barrow	Eagle	Shageluk
Sand Point	Mentasta	Koyuk
Sitka	Shishmaref	Grayling

a. (continued)

In the 8 rural Alaska locations where PTP courses have been taught, local University of Alaska directors are familiar with handling the courses. In addition, local instructors have been trained to teach the courses, local school personnel know the courses are available for training their paraprofessionals, and course materials are continuously available through the Alaska Easter Seal Society. In several rural communities where the course has not yet been taught (Glenallen, Valdez, Kenai, Fairbanks) local University of Alaska directors have been in contact with Paraprofessional Training Project staff and are preparing to offer PTP courses during the coming year. In addition, REA central office staff will continue to promote competency-based courses. PTP staff feel confident that materials and efforts put forth because of the PTP grant are of ongoing importance to the present and future training of paraprofessionals in rural Alaska. The following comments made by rural instructors in May, 1977 reinforce confidence in the future of PTP courses:

1. Challenging, but not impossible; a good medium level considering the range of people hired as aides in Alaska.

2. Was readily understood by teacher aides, especially those from rural areas.

3. Students seemed to like the tasks. One aide mentioned that while observing one child using the Portage Checklist she found herself expanding and looking at the whole class.

4. No complaints about amount of work required. They seemed to enjoy the demand.

5. People seemed very pleased to be learning the specifics of child development. So many times I heard "I didn't realize...." or "I never thought about that!"

6. It fits beautifully into our "aide program".

b. Slippages in Attainment

PTP staff have experienced their greatest frustration in the area of rural training in the lack of time. Rural training has gone beautifully in the spring of 1977 but more time is needed. Eight rural University of Alaska centers have received training but several others are now requesting training

b. (continued)

and there is no more time. ECD 205 courses are now completed and there is no more time to go out to rural Alaska and give them the same thorough introduction that was given to ECD 103 and to gather data on student populations and comments.

The rural training delivery system for PTP materials has been given every possible chance for success, but without even one PTP staff person in the future the question keeps arising, "Will it continue as successfully as it has begun?" Anchorage Community College is decidedly not the place to office a statewide program for training rural paraprofessionals. The REA office is the place for such a staff but the whole University of Alaska system is in the process of reorganization during the summer of 1977 and it has not yet been decided what to do with REA. By the time all necessary decisions have been made in regard to organizational structure, personnel, and budget for REA, the PTP will be out of existence. The uncertainty of the future cannot be called a project "slippage", but it is indeed a reality that must be noted in this report.

There are two items that could be thought of as actual "slippages" in rural training. The first is the difficulties that were experienced this spring when local instructors made post-assessment visits to their students. Travel and weather difficulties made an adequate number of visits impossible in some parts of the state. The large quantity of material to be covered in post-assessment visits caused frustrations in other parts of the state. A whole new look at post-assessments would be in order if this project were to be continued.

One last "slippage" is in the area of health aides. The Project concerned itself this year entirely with preschool and special education paraprofessionals and parents, and did not address itself at all to village health paraprofessionals. There is a large population of rural health aides who need training such as Paraprofessional Training Project courses offer, but lack of time and adequate personnel never allowed the Project to become involved in that segment of the paraprofessional population.

Component B--Associate of Arts Degree in Early Childhood Development With Emphasis on Exceptional Children

a. Accomplishments and Milestones

An Associate of Arts degree in Early Childhood Development with Emphasis on Exceptional Children was approved for use in the University of Alaska statewide system during the 1975-76 grant year. (See Appendix G) The grant proposal for 1976-77 stated that the degree program would be instituted in two community colleges other than Anchorage by the end of the grant. Anchorage Community College has offered PTP courses since the beginning of the grant and will continue to do so on into the future.

During this final grant year PTP staff established a cooperating relationship with Early Childhood Development instructor at Anchorage Community College, Ms. Mary Jo Hotchkiss. As mentioned in the Objective I portion of this report, Ms. Hotchkiss helped the PTP staff in the development of ECD/BS 204 course materials. In addition, she agreed to receive training in the instruction of competency-based courses and to teach ECD 103 during spring semester. She also taught several other competency-based courses this year in cooperation with the RurAL CAP Headstart staff. Ms. Hotchkiss plans to continue to teach PTP courses in the future and to date has scheduled PTP courses on the spring semester 1977-78 calendar.

Although it was proposed that the Associate of Arts degree program be established in two community colleges outside Alaska, each of 8 rural areas where courses were taught this spring now considers that the Associate of Arts degree is a part of their local program. If this report were to focus only on community colleges and not on extension/learning centers then it would be said that the Associate of Arts degree mentioned in Component B is now institutionalized in Ketchikan Community College, Northwest Community College, Kuskokwim Community College, and Sheldon Jackson College.

It is very interesting to note that the Director of Northwest Community College in Nome has this year initiated a program to involve every teacher aide in the villages surrounding Nome in either an Associate of Arts or BA degree program. Forty-seven percent of all students who enrolled in ECD 103 took this as their very first college course. By this it can be seen that many paraprofessionals have a long way to go on even an Associate of Arts degree program.

a. (continued)

At the present time there is no requirement in Alaska that a teacher aide have or be working on a college degree. A statewide committee began work this year, under the direction of the Alaska State Department of Education, to initiate certification standards for teacher aides as well as to revise certification standards for Alaskan teachers. The work of this committee will not be completed and put into effect for at least 2 years, but it is felt that when it does the Associate of Arts degree program discussed in this Component B will be a viable option for paraprofessionals throughout Alaska.

b. Slippages in Attainment

Several "slippages" exist in this component. To date there are no students in Anchorage actually enrolled in the Associate of Arts degree program in ECD with Emphasis on Exceptional Children. The Project has no data from University of Alaska rural centers on the actual degree programs in which students are enrolled, but it is felt that the number of students in this degree program is minimal. As mentioned earlier in this report, the main reasons for the low or non-existent enrollment is that most paraprofessionals are just now taking their first college courses and haven't actually enrolled in degree programs yet, and that enrollment in a degree program is not yet required for certification or for maintenance of a job. There is no immediate motivation in Alaska to get an Associate of Arts degree. Paraprofessional salaries do not increase in most places with an Associate of Arts degree or with the taking of college courses. The job market is wide open for paraprofessionals and does not depend on a degree.

One last "slippage" in this component can be noted by referring again to Appendix G. The course ECD/BS 204, Development of an Infant Learning Program is currently required under the Associate of Arts degree in ECD with Emphasis on Exceptional Children but ECD 204 does not exist. Students working on the degree will find it necessary to substitute ECD 204 for another course or to take a three-credit elective course in its place.

Component C--Training of Parents and Caretakers of Preschool Handicapped Children

a. Accomplishments and Milestones

During the summer and fall of 1976 many agencies and professionals were contacted and many hours of discussions ensued concerning the need for training parents and caretakers of preschool handicapped children. It was the majority opinion of all who were contacted that this particular area is being adequately handled by a myriad of organizations already in existence in Alaska. PTP staff decided, therefore, to cooperate with existing agencies and include parents and caretakers in proposed courses rather than begin or attempt a whole new program to fulfill our grant Component C guidelines.

As ECD 103 and ECD 205 course materials were being written it was continually kept in mind that they needed to be appropriate for parents as well as other paraprofessionals. When ECD 103 was taught this spring there were 4 parents of preschool handicapped children and 3 parents of school-aged handicapped children enrolled in the course throughout the state. In addition, the grant actually paid for tuition and books for two caretakers of preschool handicapped children who could not have attended courses without assistance.

Cooperation with existing agencies serving parents and caretakers of the preschool handicapped came mainly in 3 arenas. During the summer of 1976 the RurAL CAP Headstart Office initiated a Headstart--Homestart project funded by $3,000 from the PTP grant. This project hired a young woman trained in the use of the Portage Project Early Education materials to work with parents of preschool handicapped children who would be enrolled in regular Headstart programs in the fall. Eight children were served successfully during the summer. The Homestart program was continued on regular RurAL CAP funding after the summer and at that point was expanded to include non-handicapped youngsters whose home distance from existing Headstart programs made their attendance in regular programs a burden on the parents.

A second arena of cooperation was with the ARCA Preschool (Anchorage Retarded Citizens Association). ARCA preschool staff, in cooperation with the Alaska Southcentral Regional Resource Center, received funding for a grant to do exactly what the PTP component C proposed to do. Under that grant 2 people were hired to work with and train

a. (continued)

parents of preschool handicapped children using the Portage Project Early Education material. Ms. Diane Brelsford, one of those two people hired, worked closely with the PTP staff in rural training and workshops, and assisted in writing course materials for ECD 205.

The third arena of cooperation was with the Alaska Headstart Special Services Project who developed the enclosed "Parent's Guide to Special Education in Alaska" and "Your School District and the Preschool Exceptional Child". The PTP assisted the Special Services Project with $600 to help cover printing and distribution costs of the brochures.

b. Slippages in Attainment

The fact that PTP staff decided intentionally not to deal directly with this Component could possibly be construed as a "slippage"., but would in fact seem to be more of a shifting in priorities. When the staff looked at the courses being developed it became clear that many parents and caretakers of preschool handicapped children can best be trained, not by college courses at all, but in shorter workshops or by home visitation.

C1. Unanticipated or Anticipated Spin-off Developments

The spin-off developments of the PTP were myriad and most of them fell under the category of cooperative inter-agency efforts. The most surprising and profound spin-off, however, was the broad-based technical and support assistance received by Project staff from members of the professional special education community in Anchorage and in "the bush". The initiation of the grant may have been plagued with resistance and lack of cooperation but the completion was indeed blessed with assistance and unanticipated collegiality.

A second very surprising spin-off was the number of paraprofessionals who took ECD 103 while working with older handicapped children and found it applicable and exciting. PTP course materials were written for paraprofessionals who work with children who are functioning at or below the 8-year-old level, yet in many rural communities when ECD 103 was offered the local school district sent all their paraprofessionals to the course no matter what age child they were responsible for because it was the only course offered. And the paraprofessionals benefited greatly from the course! PTP staff realized very early in the year that the course materials which have been developed to date could and should be adapted for use by special education aides who work with children of all ages. Courses specifically for paraprofessionals are almost non-existent in Alaska and with the advent of P.L. 94-142 many courses will be in demand. ECD 103 and ECD 205 will go far in beginning to meet the demand if continued to be used throughout Alaska.

A third and major spin-off of the PTP was the set of 18 video tapes developed to accompany written course materials. These video tapes were described in detail in the Objective I "Accomplishments" section of this report. The impact of the video tapes was much greater than anticipated. First of all, the Helen S. Whaley Center staff was enthusiastic about the production of the video tapes and was extremely cooperative in the taping that was done at the Whaley Center itself. The Whaley Center staff now plans to use the video tapes for continued in-service training and there has been discussion about using the video tapes for Anchorage District-wide in-service training. In addition, individual Whaley Center classroom teachers have used the video tapes to evaluate their own teaching methods and to motivate student learning.

Another video tape spin-off has come in the surprising form of interagency cooperation between newly formed Regional Resource Centers, local school districts and the University of Alaska. The four Regional Resource Centers in Alaska (supposedly functioning as intermediate school districts) have

C1. (continued)

been having difficulty becoming established in a cooperative and cooperating role in their communities. When the PTP went into Nome to do rural training, the Project staff worked both with the local University of Alaska campus director and the director of the local RRC. As a result, the RRC was asked to be responsible for housing and dissimination of the local community set of video tapes (worth approximately $1000). The comment was made, as the director of the RRC and the education director of Northwest Community College shook hands at the close of the workshop for ECD 103, "This is the first time we have been able to work together to offer something the community needed, but let's not make it the last".

In response to the demands of P.L. 94-142 Alaska, like many other states, has just begun work on its Comprehensive Plan for Staff Development. One of the PTP Advisory Committee members on the staff of the Alaska State Department of Education asked to review the video tapes produced by the PTP to see if they were applicable to the Comprehensive Plan for Staff Development. One day in May he called the PTP office and announced "We're looking at your video tapes right now and we think they're great! We think these video tapes should be the basis for workshops all over the state, run by someone on the Department of Education staff." No further word has been received from the State Department of Education regarding the tapes to date, but it is the hope of Project staff that the video tapes and the course materials produced by the PTP may be used in the Comprehensive Plan for Staff Development .

A fourth category of spin-offs from the PTP has been the continued interagency cooperation with the Alaska Headstart Special Services Project funded by collaborative grants from the Office of Child Development (H-0051C) and Bureau of Education for the Handicapped (G007205370). As mentioned earlier, Special Services Project staff person, Ms. Colleen Mayer, wrote the set of booklets which became the text for PTP courses.

During the fall of 1976 the PTP did a computer search through the Alaska State Department of Education who in turn contacted an educational resource agency in San Mateo, California. The search was for materials which gave an overview of special education or of handicapping conditions, and addressed itself either to paraprofessionals or parents or some audience other than college level special education majors. The search turned up only 3 pieces of information and all were inappropriate for use as a text for paraprofessional

C1. (continued)

training courses in Alaska. At that point PTP staff were exremely grateful for the work of Ms. Mayer and the Special Services Project, and realized that Ms. Mayer's material is unique and unparalleled in the field.

Special Services Project has also been extremely helpful to the PTP in the area of media. Two video tapes produced by Special Services Project ("Small Talk" and "Motor Development") as well as three slide-tape productions ("Emotional Growth", "Everyday World" and "Preschool Personality Traits") are important parts of the ECD 103 opening workshop. In addition, Mr. Terry Muehlenbach, media specialist hired by the OCD/BEH Special Services Project collaborative grants, assisted in both the production of PTP video tapes and designed the covers for all PTP final course materials. Also, Linda Funk of the PTP has served on the advisory board for the Resource Access Project (RAP), a facet of the Special Services Project during the 1976-77 grant year.

A fifth category of spin-offs has been a series of new cooperative interagency efforts that were unanticipated. The greatest of these is the cooperation between the PTP and the Rural Education Affairs Office of the University of Alaska statewide system. This cooperation was discussed at length in the Objective II, Component A "Accomplishment" section of this report and thus will not be rediscussed here. A second intra-University effort that proved extremely beneficial to all concerned was the cooperation with the University of Alaska Anchorage Media Services Division on the production of the video tape series. Media Services staff put in many, many hours of work to produce a fine product for the PTP which has now been distributed all over the state. The service which Media Services has been able to offer the PTP has helped justify a badly needed increase in funding for the Media Services Division.

New cooperative interagency efforts outside the University system include planning with the Bureau of Indian Affairs special education director for a summer parent training workshop and a short "spot" about the PTP Learning Disabilities course for the local Public Broadcasting System production on "Puzzle Children". In addition, PTP staff members have worked with the Preschool Handicapped Coordination Grant under the directorship of Dr. Dorothy Whitmore and have consulted with a Continuing Education Nursing Committee on the development of competency-based training materials appropriate for rural Alaska. Also, Ms. Funk of the PTP consulted with an audiologist from the Alaska Communicative Disorders Program when writing ECD 205 course materials on Hearing Disabilities. After the course was completed and the audiologist reviewed the material he was very excited and said that the course is just what his program needs.

C1. (continued)

One final interagency comment would not fall under the category of new effort but rather under renewed effort. During the second year of the grant, while course materials were being field tested and were not yet at their best, a few school districts around the state participated in the field testing and came out with negative attitudes. One of those, the Tok School District, was recontacted this year and agreed to try the revised ECD 103. This year 14 paraprofessionals successfully completed the course and everyone involved was pleased and enthusiastic with the course format and materials.

The tremendous cooperation of the staff of the Portage Project, Portage, Wisconsin in allowing massive usage of Portage Project Early Education materials in all PTP course materials has been unparalleled. Portage Project materials have been highly successful as they are being used by several agencies throughout Alaska. Portage Project materials have made PTP courses appropriate not only for preschoolers in the 3 to 6 year age range but also for infants. Having Portage Project materials as part of PTP courses has also allowed Project staff to be of consulting service to local preschools in Dillingham and Nome while workshops were being conducted for ECD 103. The PTP owes many thanks to Mr. Dave Shearer and his Portage Project staff.

One final spin-off concerns the Hillcrest Daycare Center and Preschool in Anchorage. The director of the Hillcrest Program and one paraprofessional on the staff were enrolled in the ECD 103 class at Anchorage Community College spring semester. As a result of their enthusiasm about the course the Hillcrest Board of Directors voted to pay tuition for all paraprofessionals at the Center to take the course. In addition, a program of regular hearing screening for all children attending the Center was instituted.

C3. Other Matters

The Advisory Committee of the PTP has played a crucial role in both altering and supporting the direction being taken by Project staff over the three years of the PTP grant. A search through past reports and letters indicates times of dissent and splintering as well as times of progress and praise. As this grant draws to a close the Project staff are pleased to report that not only has the final grant year been one of great productivity but has also been one of harmony. The Advisory Committee (see Appendix H) has offered positive assistance and support, and the professional community in general has come to think highly of the results of the grant and to promote Project materials. A wound that once existed between the Special Education Department of the University of Alaska College of Arts and Sciences and Anchorage Community College Division of Community Services has healed gradually throughout the year.

The staff of the PTP would like to take this opportunity to invite Office of Education staff to visit Alaska in the very near future, to view the PTP video tape series, and to observe PTP course materials in use in rural training.

PART III

PRESERVICE/INSERVICE TRAINING DATA

It is very difficult to distinguish between the preservice and inservice nature of Paraprofessional Training Project courses. Although the course on which the following data was gathered is a part of an Associate of Arts degree program and therefore could be considered preservice training, it was used throughout Alaska as inservice training for paraprofessionals already employed, for the most part, in teacher aide positions. It has been decided, therefore, for the purposes of the chart below to count all training in the inservice category and then to count the same persons by degree sought under the preservice category. A total of 109 persons received training, not a total of 218 persons. The 109 person total includes 82 students who enrolled in courses and 27 instructors who were trained.

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration	16			8	8
Early Childhood	57	42	5	8	2
Trainable Mentally Retarded	2	2			
Educable Mentally Retarded	5	5			
Specific Learning Disabilities	18	14	3		1
Deaf/Hard of Hearing	9	6	3		
Visually Handicapped					
Seriously Emotionally Disturbed	1	1			
Speech Impaired	1	1			
Crippled and Other Health Impaired					
TOTAL	109	71	11	16	11

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

APPENDIX A

ALASKA COMPETENCY BASED EDUCATION COURSES

IN EARLY CHILDHOOD DEVELOPMENT

1. Child Nutrition and Health

    1. Nutrition
    2. Meal Planning
    3. Health and Safety

2. Activities For Young Children

    1. Art
    2. Music
    3. Language Development
    4. Math
    5. Science
    6. Social Science
    7. Motor Development
    8. Scheduling and Planning
    9. Audio Visual

3. Culture and Learning

    1. Self Concepts
    2. Home Environment
    3. Center Environment

4. Early Child Development

    1. Infancy
    2. Pre-School
    3. School Age

5. Orientation to Education

    1.
    2.
    3.

6. Survey of Models

    1. Historical Perspectives
    2. Comparison of Models
    3. Alaskan Models

7. Special Needs of the Young Exceptional Child

    1. Visual Disabilities
    2. Social and Emotional Disabilities
    3. Learning Disabilities
    4. Mental Retardation
    5. Language Disabilities
    6. Hearing Disabilities

8. Basic Development and Developmental Disabilities

    1. Basic Development of Young Children
    2. Disabilities of Young Children
    3. Disabilities of Young Children

APPENDIX B

PARAPROFESSIONAL TRAINING PROJECT

COURSE MATERIAL MAILING LIST

The following is a list of persons outside Alaska who have requested and have been supplied with copies of Paraprofessional Training Project course materials.

. Keith & Leah Tolzin
Idaho School for the Deaf & Blind
14th and Main
Gooding, Idaho 83330

. Judy Smith
203 Yoakum Parkway, Suite 1106
Teacher Education/ Special Education
Alexandria, Virginia 22304

. Dr. Sharron Murrey
Children's Hearing and Speech Center
2220 11th Street, N.W.
Washington, DC 20001

. Mr. Pat Trohanis
TADS
Room 500, NCNB Plaza
Chapel Hill, North Carolina 27514

. Dave Shearer
CESA #12
Portage Project
P.O. Box 564
Portage, Wisconsin 53901

. Phil Burke
Bureau of Education for the Handicapped
U.S. Office of Education
400 Maryland Ave., S.W. (2120, ROB #3)
Washington, DC 20202

. Dr. Caron Von Hippel
Contract Research Corporation
25 Flanders Road
Belmont, Massachusetts 02178

. Mr. Norm Dueck
Foundation for Social Habilitation
P.O. Box 30648
Nairobi, East Africa

9. Mr. Tom Hutchinson
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

10. Mr. Alan Gartner
The Graduate School & University Center of the City University of New York
Center for Advanced Study in Education
184 Fifth Avenue
New York, New York 10010

11. Ms. Nancy Cowan
Applied Arts Division
Humber College of Applied Arts and Technology
Humber College Blvd.
P.O. Box 1900
Rexdale, Ontario, M9W 5L7

12. Dana Brynelsen
Provincial Coordinator Infant Development Programs
Department of Human Resources
1071 SE Marine Drive
Vancouver, British Columbia V5X 2V5

13. Kerri French
Learning Resources Center
Grant MacEwan Community College
P.O. Box 1796
Edmonton, Alberta T5J 2P2

14. Mary Dee Dickerson
San Diego State University
San Diego, California

15. Cecilia Gray
Sacramento State University
Sacramento, California

6. Dr. Beverly Schmalzreid
University of Wisconsin, Menomonie
Menomonie, Wisconsin

7. Paraprofessional Training Program
Northwestern University
Louisiana

8. Mimi Heggelund
4005 15th N.E. Apt. 306
Seattle, Washington 98105

UNIVERSITY OF ALASKA, ANCHORAGE
Paraprofessional Training Project
2533 PROVIDENCE AVENUE
ANCHORAGE, ALASKA 99504

May 3, 1977

ANCHORAGE COMMUNITY COLLEGE

Dear

Now that you have had experience in working with ECD 103, Basic Development and Developmental Disabilities, the staff of the Paraprofessional Training Project would greatly appreciate some feedback from you to go into our final grant report.

1. (A) How many students do you have enrolled in the course? _____

   (B) How many students do you anticipate will complete the course this semester? _____

   (C) How many will take "Incompletes" and finish the course as soon as possible? _____

2. (A) How many Post-assessment visits did you make to each student? _____

   _____

   _____

   (B) Were students generally ready for your Post-assessment visits?

   _____

   _____

3. What comments did your students make about the course.....

   (A) format--_____

   _____

   _____

   (B) level of difficulty--_____

   _____

A DIVISION OF THE UNIVERSITY OF ALASKA STATEWIDE SYSTEM OF HIGHER EDUCATION

3. (C) amount of work required--_____

_____

(D) other--_____

_____

4. What is your professional opinion of the.....

(A) course format--_____

_____

(B) level of difficulty for your particular students--_____

_____

(C) appropriateness for your particular students--_____

_____

(D) clarity of information presented--_____

_____

(E) other--_____

_____

5. Did your course instructor training prepare you to adequately handle.....

(A) the fact that this is only a 100 level, 3 credit course?_____

(B) student questions?_____

(C) post-assessments?_____

(D) future instruction of the course?_____

6. What do you consider to be the course's.....

(A) strongest points--_____

_____

_____

_____

6. (B) weakest points--_____

_____

_____

_____

7. What further information would you like from our office before our grant ends?

(A) How to order more course materials--_____

(B) One credit courses on:

1. hearing disabilities_____
2. learning disabilities_____
3. language disabilities_____
4. visual disabilities_____
5. social and emotional disabilities_____
6. mental retardation_____

(C) Other--_____

_____

The instructors manual to accompany Basic Development and Developmental Disabilities as well as the one credit courses (ECD 205, Special Needs of the Young Exceptional Child) is now being revised. It will contain several sample agendas for opening workshops as well as other information that you may need when offering these courses in the future. You may write to Easter Seal Society for a free copy of the Instructor's Manual during the summer. The Easter Seal Society address is 726 E Street, Anchorage, Alaska 99501.

Linda Funk and I have thoroughly enjoyed working with you this year. Thank you so much for all your hard work.

Sincerely,

Marsha Buck, Coordinator
Paraprofessional Training Project

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

February 7, 1977

Ms. Linda Funk
University of Alaska
2533 Providence Avenue
Anchorage, Alaska 99504

Dear Linda:

Thank you for sending me copies of the three "Basic Development and Developmental Disabilities" curriculum modules developed at the University of Alaska. I am pleased to see the extension of earlier work of the BEH/OCD special project and congratulate you on the easily followed, easily read format and content. I am impressed with the practical emphasis on structuring students' use of the material and the effort to get at competencies. The material on lessons ("What do you want to happen? What will you use?", etc.) and the emphasis on what you would do differently next time seemed very good, and I agree would be widely applicable in training paraprofessionals, and parents or other family members as well. (By the way, I thought that including some materials which dealt with the child not in isolation from his family, but touching on how the handicap affects his interaction with them would have been a good addition. Although the material is geared for paraprofessionals rather than the major teachers as I understand it, the child within the family group context seems important, especially at this age level. Manifestations or concerns related to handicaps would show up in the child's relationship to them as well as in how to perceives visually, etc.)

In the section on hearing, I thought the material was good but thought it would have been helpful to stress that extra emphasis on activities from the sections on language work and speech would be needed with these children. Some mention of light on the mouth and of lip reading, which even many hard of hearing children use as an auxiliary to use of residual hearing, might be added.

There was some redundancy in the written material, but that may be due to the pre-test, presentation and post-test format. The tape cassette mail in procedure is good and should be very motivating.

P. O. Box 307
Barrow, Alaska 99723

APPENDIX D (continued)

TO: Dr. John Anttonen

FROM: Bob Thomas BET

DATE: March 14, 1977

RE: University of Alaska Early Childhood Development and Learning Disabilities Course (Ed. 103).

The initial workshop for the above course was conducted here in Barrow by Ms. Marsha Buck on February 22, 23 and 24. Additionally, Ms. Buck trained one of our own teachers (Ms. Bobbie Bradley) to serve as coordinator/teacher for the remainder of the course.

Although I did not participate directly in the workshop, I did talk at length with Ms. Buck and was very impressed both with the course outline and materials and with the amount of pre-planning that had obviously been done. The course itself is entirely competency-based and has been specifically designed for a target population such as our teacher aides (i.e. persons working in the field of education with little or no formal training).

I was able to "drop-in" several times during the training and found everyone actively and enthusiastically involved on each of my visits. One of the more interesting aspects of the workshop was the simulation of various handicapping conditions in order for the participants to have a real feeling for the additional difficulties some children have. Another major strength of the program was its emphasis on understanding "normal" child development prior to introducing the exceptionalities.

Ms. Bradley feels very comfortable with her role as supervisor for the remainder of the school year. Ms. Buck spent one day with her alone "walking" Ms. Bradley through the supervisor's role and defining the responsibilities.

I feel that there was much evidence of fore-thought and attention to detail in the presentation of this particular course in addition to an extremely well-developed plan of studies. If the teacher aides commit themselves to fulfilling the specific objectives laid out for them, I am sure their participation will have been a worthwhile experience both for themselves and for the N.S.B.S.D.

cc: Shirley Holloway
Roberta Bradley
Marsha Buck

RECEIVED
MAR 18 1977

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AGREEMENT

This is an agreement between the University of Alaska (hereinafter the University) and the Anchorage School District (hereinafter the District). It is mutually agreed by the parties hereto as follows:

1. The University shall be permitted to video tape actual classroom activities at the Helen S. Whaley Center at mutually convenient times during the 1976/77 school year. From these tapes, the University shall produce six (6) video tapes of approximately twenty (20) minutes duration which tapes may accompany appropriate paraprofessional training courses in hearing disabilities, visual disabilities, mental retardation, motor disabilities, learning disabilities, and social and emotional disabilities.

2. The University shall be responsible for obtaining consent forms from the parent or legal guardian of each student who appears in the video tapes. The District shall make efforts to assist the University in obtaining parental consent.

3. The University shall assume all responsibility for the actual taping, editing, and final processing of the video tapes. The University shall also be responsible for purchasing all blank video tapes to be used in this program.

4. The District, through the efforts of the principal at the Whaley Center, shall coordinate and communicate with the Whaley Center staff, students, and parents regarding the intent and processes of this project. The Coordinator of the University's Paraprofessional Training Program will provide assistance

5. The completed video tapes will be used only for in-service and other training purposes. No commercial use shall be allowed. The University shall have the authority to arrange for the use and distribution of the tapes as long as the tapes are used only for the above mentioned purposes.

6. A complete set of the video tapes will be provided to the District by the University at no cost. These tapes may be used by the District at its discretion for training purposes.

7. Either party to this agreement may not use the tapes or any portion of the tapes for any other purpose, except that either party may use still shots from the tapes in publications or otherwise upon obtaining consent for such use from any adult, or the parent or legal guardian of any child who appears in such still shot.

8. There shall be no exchange of monetary consideration under this agreement. The mutual covenants contained herein shall constitute the consideration for this agreement.

9. The University assumes sole and complete responsibility for complying with any and all federal or state legal requirements pertaining to this project or the method of funding this project.

FOR THE
UNIVERSITY OF ALASKA

By John Lindauer

DATED: _____

FOR THE
ANCHORAGE SCHOOL DISTRICT

By Joe D. Montgomery, Supt.

DATED: 10/7/74

APPENDIX F

ECD 204 DEVELOPMENT OF AN INFANT

LEARNING PROGRAM

The following outline of a potential 3 credit modular course was prepared by Mary Jo Hotchkiss, Early Childhood Education Instructor at Anchorage Community College for Paraprofessional Training Project, funded by the Bureau of Education for the Handicapped through Anchorage Community College.

Module 1--Activities to Foster Infant Development

The Portage Guide to Early Education (especially the Infant Stimulation portion) would be used as a primary focus for this module. Although there are many existing books of activities to do with infants, it is felt that the Portage materials provide a helpful way to personalize activities to be with any particular infant and its mother. Portage materials help a mother learn where her particular child is in terms of developmental abilities and then help her know what activities are appropriate to use.

Module 2--Interaction Between Infant and Adult

Objective I--After observing the child for a 10 minute period, the student will write an observation report consisting of the record of behavior and a summary statement.

A. Read something on observing, will probably have to write it--not much available

B. Watch the child for 10 minutes. As you do, try to think of yourself as a movie camera or video tape machine, recording what the child does and you can see and hear. As you watch the child jot down brief notes to yourself so that later you can write down what you saw. Have a watch handy so you can time the lengths of various behaviors.

C. When you have finished the observation think back on what the child did. Ask yourself these kinds of questions: Did (s)he repeat the same action again and again? Did (s)he vary the action? Would you say (s)he was active or quiet? Did (s)he vocalize at all? If so, did (s)he vocalize in response to some event? Did all action stop? Or was vocalizing an accompaniment to action? Did the child seem excited? If so, do you know why? Did (s)he see or hear something? Did (s)he smile at something? If so, do you know what it was? etc. By asking yourself these questions you will begin to get an overall picture of the meaning of the child's behavior. When you have done this several times the meaning behind the child's behavior will become much clearer. Once you have thought about what you've seen write a brief description of it as if you were telling another person about the child. (Include an example.)

APPENDIX F (continued)

D. Complete observations on different days. Be consistent about the time of day you do your observing. When you have finished all of them, look at all of them. Did (s)he behave pretty much the same during all the observations? Do you see a pattern? Was activity same? Was there an obvious change in activity level? If you had any hunches how do you feel about them now?

E. Identify your individual child's signals, especially signals of distress.

Objective II--Identifying Behavior Used to Initiate Interaction

A. List 10 separate events in which the child initiated interaction with you. Tell what (s)he did to get your attention. Is there a pattern?

As you are involved with the child in various routines and activities, be alert and watch for "signs" or actions that seem to indicate the child wants to be involved with you. (S)he may "call" you by vocalizing, (s)he may look intently at you, or (s)he may reach out or lean in your direction. A way to double check this is to respond to the child. Does the child's response seem to indicate satisfaction or pleasure--not good examples, too subjective.

B. Play "ping-pong" with your child--interaction back and forth--score may be lopsided sometimes. Describe later, maybe do it 3 or 4 times, then summarize.

C. List 10 separate events during which the child initiated interaction.

D. Look for patterns in the way your child initiates interaction.

Objective III--Encourage the Child to Initiate, Maintain and Terminate Interactions

A. Watch for signs that your child is trying to initaite interaction with you. (See Activity A, Objective II) Respond to him/her in some way in order to encourage him/her to be successful in this attempt and thus establish interaction. Try smiling back, vocalizing either imitation of his/her vocalization or talking to him/her. You might also touch or tickle him/her. How you respond will depend on 2 things: (1) your own personal style of behaving, and (2) what is successful in getting another response from the child.

Probably should separate initiate, maintain, terminate into separate objectives and activities.

APPENDIX F (continued)

A. (continued)

Describe 5 such events and tell how you responded so that the child responded again.

B. Watch for signs that your child is trying to maintain interaction with you. (See activity A--describe 5 instances)

C. Watch for signs that your child is trying to terminate interaction with you. (See Activity A--describe five instances)

Objective IV--Identify Behaviors Used By the Infant's Mother (or caretaker) to initiate, maintain, or terminate interaction.

Module 3--Infant Development

Should include a.) knowledge of aspects of development, b.) recognition of behaviors that indicate stages in development, and c.) knowledge of sequence of development in all aspects, and d.) knowledge of signs or behavioral clues of development. Vocabulary--endowment, maturation, critical periods, environment, experience, individuality.

Objective I--Motor Development

A. Vocabulary.....cephalocaudal
proximodistal
general/specific
gross
fine
reflex
coordination/balance
perception

B. Readings on overall infant motor development

C. Portage Checklist, and describe the child's emerging behaviors

D. Media--Human Development, The First 2½ Years, filmstrips with records available at Anchorage Community College Learning Resource Center, put out by Concept Media, Inc.

E. Describe how the child uses body parts

F. Observe changes in development over a period of time

APPENDIX F (continued)

Objective II--Intellectual Development

A. Vocabulary.....object permanence
person "
hypothesis
solution generating
egocentrism
learning

B. Readings on intellectual development

C. Portage Checklist and describe emerging behaviors

D. Media (same as Objective I)

E. Piaget areas as found in own child and other children

F. Curiosity and other characteristics in own child and other children

Objective III--Emotional Development

A. Vocabulary.....trust
autonomy
attachment
stranger anxiety
separation anxiety
temperament

B. Readings on emotional development

C. Checklist found on pages 36-39 of the booklet Day Care, #2 Serving Infants, Child Development Series, by the Office of Child Development, United States Department of Health, Education, and Welfare, DHEW Publication No. (OCD) 73-14, U.S. Government Printing Office, Stock No. 1791-0164, .75¢ a copy.

D. Media (same as Objective I)

Objective IV--Socialization

A. Vocabulary.....interaction
reciprocity
initiation

B. Readings on socialization

C. Portage Checklist

D. Media (same as Objective I)

APPENDIX F (continued)

Objective V--Self Awareness or Self Help

A. Vocabulary.....sucking
band regard
echolalia
actions with intent

B. Readings

C. Portage Checklist

D. Media--not included in filmstrips mentioned above; other appropriate media needed

Objective VI--Language Development

A. Vocabulary.....babbling
cooing
telegraphic speech
halophrasis
receptive vocabulary
expressive vocabulary

B. Readings on language development

C. Portage Checklist

D. Media

Suggested Sources:

Understanding and Nurturing Infant Development, Association for Childhood Education International, 3615 Wisconsin Avenue N.W., Washington, D.C. 20016.

The First Three Years of Life by Burton L. White, Prentice-Hall, Inc., Englewood Cliffs, N. J. , c. 1975.

Early Childhood Development

The Early Childhood Development Program is designed to acquaint the student with the fundamentals of human development during the first five years of life. Through observations and interaction with young children, according to the guidelines for the required courses in the Early Childhood Development Program, students gain in understanding and skill in fostering development in young children. This program is appropriate for those students who plan to work with young children in a group setting as well as for parents and others who wish to extend their understanding of the early years of human development.

An Exceptional Children option within the Early Childhood Development Program provides competency based courses designed to give students a basic background for working with young handicapped children.

Associate in Arts
Degree Requirements:

General Education Requirements

Written Communication	6
Oral Communication	3
Social Sciences	6
Psy 101	
Soc 101	
Anth 101	
6 additional credits in each of two areas	12
Natural Science	
Humanities	
Mathematics	
Others	
	27

Major Specialty

ECD/HE 105	Survey of Child Development Models	3
HE 120	Child Nutrition and Health	3
ECD/HE 155	Activities For Young Children	3
ECD/HE/Psy 244	Early Childhood Development	3
either		
HE 236	Marriage And Family Life	3
or		
Soc 242	The Family	3
ECD/BS 220	Culture And Learning	3
ECD/HE 250	Practicum In Early Childhood Development	3
ECD/HE 251	Practicum In Early Childhood Development	3
		24

Electives 9

TOTAL CREDITS 60

Exceptional Children Option

1. Complete general requirements for an A.A. degree in Early Childhood Development. ANTHRO 200 and PSY 223 are recommended to replace ANTHRO 101 and SOC 101 as Social Sciences Courses.

2. Complete 33 credits of Major Specialty requirements.

Major Specialty

HE 120	Child Nutrition	3
ECD/HE 155	Activities for Young Children	3
ECD/HE 244	Early Childhood Development	3
ECD/BS 220	Culture & Learning	3
ECD/BS 250	Practicum in Early Childhood Development	3
ECD/BS 103	Basic Development & Developmental Disabilities	3
ECD/BS 204	Development of an Infant Learning Program	3
ECD/BS 205	Special Needs of the Young Exceptional Child	1 - 6
	Electives to total	33
	TOTAL CREDITS	60

APPENDIX H

ADVISORY COMMITTEE MEMBERS

Dr. John Anttonen
Superintendent of Schools
North Slope Borough Schools
P.O. Box 169
Barrow, Alaska 99723

Dr. Helen Beirne
825 L Street
Anchorage, Alaska 99501

Mrs. Marion Bowles
Special Servides Project
726 E Street
Anchorage, Alaska 99501

Dr. Jim Coats
2650 E. Northern Lights Blvd.
Anchorage, Alaska 99504

Dr. Bob Hage
2221 E. Northern Lights Blvd.
Anchorage, Alaska 99504

Dr. Ray Lehrman
Alaska Center for Staff Development
650 International Airport Rd.
Anchorage, Alaska 99502

Ms. Arlys Loew
University of Alaska
College of Arts & Sciences
Depa ment of Nursing
2651 Providence Drive
Anchorage, Alaska 99504

Ms. Margaret Lowe
Helen S. Whaley Center
Anchorage School District
2220 Nichols Street
Anchorage, Alaska 99504

Ms. Jeannine Lyerly
Mental Health Department
Alaska Native Medical Center
Third and Gambell
Anchorage, Alaska 99501

Mr. Mike Mosher
Office for Exceptional Children
State of Alaska
Department of Education
Pouch F
State Office Building
Juneau, Alaska 99811

Ms. Linda Rowell
169 Burton
Anchorage, Alaska 99504

Ms. Peggy Spence
5836 East 10th Circle
Anchorage, Alaska 99504

Dr. John Stamm
Director of Southcentral Area
Regional Resource Center
650 W. International Airport Rd.
Anchorage, Alaska 99502

Dr. Dorothy Whitmore
Preschool Handicapped
Coordination Project
207 E. Northern Lights Blvd.
Suite 111
Anchorage, Alaska 99503